Health	Course Purpose: Students will determine how to make positive daily decisions, evaluate the individualized total person concept, and distinguish healthy lifestyle choices. The BBCHS Sex Education program is in complance with Illinois Public Act 98-044.

Relationships			
Unit Outcome HEA.1	Students will analyze social skills and the characteristics of healthy and unhealthy relationships in order to make healthy decisions in their own lives.	National Standard	State Standard
HEA 1.1	Describe the relationship between behavioral, intellectual, social, emotional, physical and spiritual health (BISEPS).	H.1.12.1,2	23B.5a
HEA 1.2	Explain how values, perception, school, peers, community, and family affect the areas of health and behaviors. Analyze the role of society, peers, media, and technology in order to explain their effect on sexual behaviors and sexual health norms including abstinence.	H.1.12.3 H.2.12.5	22B.4a 23B.5a 24B.5a
HEA 1.3	Explain the characteristics of what makes a relationship healthy or unhealthy.	H.1.12.1,2	23B.5a
HEA 1.4	Define consent and explain how to set appropriate boundaries. Use refusal skills in a given scenario. Summarize why individuals have the right to refuse sexual contact (consent). Explain how to get out of unhealthy relationships. Explain local resources to aid in exiting an unhealthy relationship.	H.4.12.1-4	22D.4a 23B.5a 24A.5a 24B.5a
HEA.1.5	Explain the types of abuse that can occur in relationships (i.e. physical, emotional, sexual, digital, financial, stalking). Explain local resources to aid in exiting an unhealthy relationship.	H.5.12.1-7	23B.5a 24A.5a 24B.5a
HEA.1.6	Evaluate a scenario about a relationship and apply the decision-making model to determine a solution.	H.1.12.1,2	23B.5a 24A.5a

Vocabulary	*Casual friendships, platonic friendships, dating relationships (intimate relationships), boundaries, friendships, close friendships, sexual abuse, consent, marriage,divorce, healthy relationships,unhealthy relationships, family relationships, homosexuality, gender identity, conflict, refusal, bullying, cyberbullying, social media, abusive relationships, Erin's Law, digital abuse, financial abuse, stalking, emotional abuse, physical abuse*

Sexual Health and Teen Pregnancy			
Unit Outcome HEA 2	Students will describe the functions of the male and female reproduction systems and explain how to maintain proper hygiene. Students will compare and contrast contraception, identify the possible outcomes of a teen pregnancy, summarize the effects of various STI's. Students will summarize ways to show respect to others with sexuality/gender related differences.	National Standards	State Standards
HEA.2.1	Identify and describe the functions of the male and female reproductive systems and explain how to maintain good reproductive health and hygiene.	H1.12.1-5	23.C.4a
HEA.2.2	Summarize types of sexuality/ gender identity and demonstrate how to show respect for others' identity.	H2.12.4	23.A.4a
HEA.2.3	Identify the possible outcomes of teen pregnancy in order to explain the emotional, social, physical, and financial challenges.	H5.12.1-7	24B.5a
HEA.2.4	Differentiate between viral and bacterial STI's. Summarize the effects these infections have on the body and mind and the importance of testing and how to prevent or reduce the risk of STI transmission.	H1.12.1 H1.12.5 H2.12.4 H2.12.8 H2.12.9 H3.12.1 H3.12.3 H3.12.4 H5.12.1 H5.12.3 H5.12.4 H5.12.5 H5.12.6	24.B.4a 24.C.4a 23.B.4a 24B.5a

		H6.12.1 H6.12.2	
HEA.2.5	Compare and contrast the abstinence and contraceptive methods as methods of birth control.	H1.12.6 H2.12.4 H2.12.5 H2.12.7 H2.12.8 H2.12.9 H3.12.2 H3.12.5 H4.12.2 H4.12.4 H5.12.2 H5.12.4 H5.12.5 H6.12.2 H6.12.4 H7.12.1 H8.12.1	22.D.4a
HEA. 2.6	Analyze the impact drugs and alcohol have on sexual behaviors and explain the increased risks.	H5.12.1-7	24B.5.a
Vocabulary	**Contraception:** Female Condom, Male Condom, Spermicides, Morning After Pill, Diaphragm, Cervical Cap, Vaginal Sponge, Oral Contraceptive, Vaginal Ring, Birth Control Implant, Birth Control Shot, Intrauterine Device, Tubal Ligation, Vasectomy **Body Systems/Prenatal Development:** Fertilization, Amniotic Sac, Vas Deferens, Epididymis, Scrotum, Ovary, Sperm, Vagina, Fetus, Contractions, After Birth, Birth, Egg (ova), Prostate Gland, Cervix, Embryo, Fallopian Tube, Penis, Uterus, Implantation, Ovulation, Zygote, Placenta, Umbilical Cord, Trimesters, Testes, Amniotic Fluid, Urethra, Semen **STI's** Chlamydia, Syphilis, Gonorrhea, HPV, HIV, AIDS, Genital Warts, Genital Herpes Bacterial STI, Viral STI **Decision Making** Abortion, Open Adoption, Closed Adoption, Abstinence, types of sex **Sexual Health** sexuality, consent, sexual orientation, gender identity, LGBTQIA+		

Mental and Emotional Health			
HEALTH HEA 3	Explain characteristics of good mental health, bullying, and the body's response to stress. Identify the warning signs of suicide and prevention techniques or resources in the community. Explain the characteristics of mental disorders and how peers can influence the myths of mental illness.	National Standards	State Standard
HEA.3.1	Explain the body's physical and mental response to stressful situations. Determine strategies to manage stressful situations.	H1.12.1 H1.12.2 H2.12.3 H4.12.1 S3.H14.L1	23.C.3a
HEA 3.2	Identify the three types of bullying, harassment and discrimination (physical, emotional, cyberbullying). Explain how it impacts a person's mental health and identify resources to provide assistance to those in need.	H.1.12.2 H2.12.3 H2.12.5 H2.12.6	
HEA 3.3	Explain the symptoms and effects on the body from eating disorders, anxiety, depression, mood disorders, and personality disorders.	H1.12.2 H2.12.3 H2.12.5	23.C.3a
HEA 3.4	Identify the warning signs of suicide and prevention techniques or resources in the community. Explain how to ask for help and how to help someone else.	H1.12.2 H1.12.5 H2.12.2 H2.12.8 H4.12.3 H3.12.4 H5.12.3 H5.12.1 H5.12.3 H8.12.3	
HEA 3.5	Identify how peers and perceptions of norms can influence views on mental health and mental illness.	H.6.12.1-4	
Vocabulary	*Depression, suicide, anorexia, bulimia, organic disorders,anxiety disorders,obsessive compulsive,phobia, personality disorders: antisocial,paranoia, passive aggressive, somatoform disorders: hypochondria,schizophrenia, warning signs, stress, stressors, body image*		

Alcohol/Drugs			
Unit Outcome HEA 4	Students will describe the stages and the physical and psychological effects of addiction and summarize how it affects self and others. Students will identify the different categories of drugs and their long and short term effects on a person, apply refusal strategies to use in peer pressuring situations, explain resources to help someone with drug use problems, and analyze how media can influence one's choice to use drugs.	National	State Standard
HEA .4.1	Describe the physical and psychological effects of addiction and summarize how it affects self and others. Describe the stages of addiction.	H2.12.1 H2.12.3 H2.12.5 H3.12.2 H3.12.5 H4.12.2	23.C.4a 23.B.4a
HEA.4.2	Identify categories of drugs and their long and short term effects physically, psychologically and socially.	H1.12.1 H1.12.3 H2.12.4 H5.12.6	23.B.3a 23.B.4a 23.B.5a
HEA.4.3	Apply refusal strategies and techniques to use in situations involving pressures.	H1.12.2 H6.12.3 H5.12.1 H2.12.3 H4.12.1 H4.12.2 H4.12.3 H5.12.4 H5.12.5 H6.12.1	24.C.3a 23.B.3a
HEA.4.4	Explain what resources there are to get help with drug use problems.	H5.12.1-7	
HEA.4.5	Analyze how the media can influence choices to use tobacco, alcohol and other drugs.	H3.12.5	
Vocabulary	*Addiction, Refusal, Hallucinogen, Narcotic, Depressant, Stimulant, Overdose, Gateway drugs, Steroids, Mushrooms, Tobacco, Heroin, Cocaine, Prescription Pills,*		

	Ecstasy, Alcohol, Methamphetamine, Marijuana, GHB, Inhalants, Tolerance, LSD, Caffeine, vaping